



# ARTS LESSONS IN THE CLASSROOM

## A COMPREHENSIVE K-6 VISUAL ART CURRICULUM

Aligned with Washington State Arts Standards and Common Core in English Language Arts and Math

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**The Harvest Foundation**





ArtsEdWashington.org  
programs@artsedwashington.org

## ART LESSONS IN THE CLASSROOM

# ACKNOWLEDGMENTS

## PREVIOUS FUNDERS AND CREATORS

### Original Development

Susy Watts  
& Meredith  
Essex



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ARTS COMMISSION



CULTURE



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Content Revision: Meredith Essex

## 2018 CURRICULUM CREDITS

**Graphic Design**  
**Photos**  
**Copy**  
**Arts Standards**  
**Spanish Translations**  
**Online Portal Support**

Dave Taylor, OkayBro!  
Peyton Beresini, Aline Moch, Abigail Alpern-Fisch  
Alyssa Hays, Aline Moch, Danielle Gahl  
Cheri Lloyd  
Aline Moch  
Seven DeBord, Kube Warner

## THANK YOU!



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programs@artsedwashington.org

## ART LESSONS IN THE CLASSROOM

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**ARTS EDUCATION FOR ALL**

# SECOND GRADE LESSON NINE

## RHYTHM AND REPETITION

### Description Of Project:

Students repeat art elements in a central image and in a border to create rhythm in works of art.

### Problem To Solve:

How is rhythm established in visual art and language?

### Student Understanding:

Students repeat art elements in a central image and in a border to create rhythm in works of art.

## LEARNING TARGETS AND ASSESMENT CRITERIA

### The Student:

LT: Recognizes pattern in images.

AC: Identifies repeated elements in an image.

LT: Recognizes pattern in words.

AC: Identifies repeated words or sounds in a poem.

LT: Creates pattern in images and words.

AC: Repeats shapes and word/sounds in art.

## EVIDENCE OF LEARNING

### Art: Collage

Identifies repeated elements in an image

Identifies repeated words or sounds in a poem

Repeats shapes and word/sounds to create a pattern in art

### EXAMPLE



### VOCABULARY

- *Border*
- *Craftsmanship*
- *Pattern*
- *Repetition*
- *Rhythm*
- *Textile*
- *Poetry*

### RESOURCES

**Steve Gardner, *Where Will You Go?*, ArtsWA;**

**Faith Ringgold, *Dancing at the Louvre, Tar Beach*, (art and book);**

**Class poetry readings**

### ART MATERIALS

- *4B graphite pencils*
- *10x12" unbleached canvas (alt. tagboard)*
- *medium tip black Sharpies*
- *watercolor paintbrushes*
- *printed fabric (alt: gift wrap)*
- *white glue*

## SECOND GRADE LESSON NINE // RHYTHM AND REPETITION

## INSTRUCTIONAL STRATEGIES

## TEACHER

## STUDENT

Read *Tar Beach* to students. Introduce *Where Will You Go?* by Steve Gardner and/or *Dancing at the Louvre* by Faith Ringgold. Guide discussion about linking image and word in art through using repetition and borders.

**Prompts:** What elements do you see more than once in the art?

Observes images and finds elements of repetition.

Review concept of border around art.

**Prompts:** Describe the border: do you see words or repetition? Does a border have to round, rectangular, or square? Do you see words? What do you think the words tell us?

Identifies what is repeated in border, and analyzes relationship of border to central images.

Reference poetry forms studied to date. Ask students to review the repetition heard in the poetry.

Writes a poem about family or a recent family event/ trip using a specific repeating pattern.

Demonstrate cutting shapes from pre-cut 1x10" strips of patterned fabric (or recycled gift cards, wrapping paper, decorative paper bags, etc.) to create a repetition pattern (ABC, etc.).

**Prompts:** Think about using at least three different kinds of fabric/paper. Cut, arrange, and glue along the edge of your canvas/paper to create a border.

Arranges cut fabric shapes to create a consistent pattern around the border and glues.

Demonstrate creating/saving a space for poem within central part of the image by judging space for poem and lightly marking the area it will occupy. Demonstrate tracing over poem once, spacing and lettering meeting craftsmanship expectations.

Writes poem in space in central image area.

Demonstrate finding key images to add to areas around the poem to illustrate (family members' physical attributes, setting of event, etc.).

Draws directly, but lightly onto canvas in pencil, and then refines drawing. Traces over drawing with Sharpie. Uses water color to add color highlights to image.

## SECOND GRADE LESSON NINE // RHYTHM AND REPETITION

## SKILLS AND TECHNIQUES



Where Will You Go? Artist: Steve Gardner Photo courtesy ArtsWA, by the artist.

## ART STUDIO TIP

Tape down corners of canvas to hold it tight.

Students should write their poem lightly in pencil first in order to judge the space they will need to fit the poem into the area within the border.

## LESSON EXPANSION

Reference other poetry written in the classroom and create a stamped pattern that mirrors the subject of the poem.

## EVERYDAY CONNECTIONS

patterns in the natural and human-made world, Native American basket-weaving

## LEARNING STANDARDS

**Visual Art**

- 1.1a Brainstorm collaboratively multiple approaches to an art or design problem.
- 1.2a Mark art or design with various materials and tools to explore personal interests, questions, and curiosity. 2.1.a Experiment with various materials and tools to explore personal interests in a work of art or design.
- 2.2a Demonstrate safe procedures for using and cleaning art tools, equipment, and studio spaces.
- 2.3a Repurpose objects to make something new.
- 3a Refine and complete artistic work.
- 8a Interpret art by identifying the mood suggested by a work of art and describing relevant subject matter and characteristics of form.

**Common Core ELA**

- 2.SL.2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
- 2.RL.4 Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.

